

GS 1181

Discovering Your Strengths

Fall 2021



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Office: Archer Building (HHS) 222E

Office Hours: By Appointment

Course Information

Course Description

This course is designed to introduce incoming freshmen to the intellectual and cultural environment of the university and the impacts it will have on their lives as students. Freshman Seminars incorporate various integral elements in order to facilitate first-year students' transition from high school to college level learning. Emphasis will be on communication, critical thinking, and information literacy. Students will learn how to tap into their natural talents and develop their strengths and personality.

Course Credits

1

Prerequisite and Co-requisite Courses

None

Prerequisite Skills

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of GS 1181.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
Develop skills in expressing oneself orally or in writing	
Learn how to find and use resources for answering questions or solving problems	Assignments and Exam
Learn to analyze and critically evaluate ideas, arguments, and points of view	Assignments and Exam

Course Delivery

This is a face-to-face course with learning resources and supplemental materials posted in Blackboard.

Technology Requirements

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

Course Schedule Fall 2021

Week/Date	In Class Discussion	Topic/Assignments/Assessments DUE
Week 1: August 23 rd – August 29 th	<p>Course Introduction</p> <p>Discuss Assignments</p> <p>Scavenger Hunt</p>	<p>Welcome!</p> <p>Due August 27th by 11:59 PM*</p> <ul style="list-style-type: none"> ● Review START HERE page ● Review Course Syllabus and ASU Honor Code. Select “Mark Reviewed” to agree to terms of the course and ASU’s policies and access course content. ● <i>Post Self-Introduction Video (25 points)</i>
Week 2: August 30 th – September 5 th	<p>High School to College Transition</p> <p>How to be Successful in College</p>	<p>Due September 5th by 11:59pm</p> <ul style="list-style-type: none"> ● <i>Discussion Board Post #1</i>
Week 3: September 6 th – September 12 th	<p>Things I Wish I Knew</p> <p>The Most Inspiring Speech</p>	<p>Due September 12th by 11:59 PM</p> <ul style="list-style-type: none"> ● <i>Information Literacy Training (50 points)</i>
Week 4: September 13 th -September 19 th	<p>How to Stop Wasting Time</p> <p>Big Rocks</p>	<p>Due September 19th by 11:59PM</p> <ul style="list-style-type: none"> ● <i>Time Management Report (100 points)</i> ● <i>Discussion Board Post #2</i>
Week 5: September 20 th – September 26 th	<p>DISC Personality</p> <p>How Great Leaders Inspire</p>	<p>Due September 24th by 11:59 PM</p> <ul style="list-style-type: none"> ● <i>Discussion Post #3</i> <p>Due September 26th by 11:59 PM</p> <ul style="list-style-type: none"> ● <i>DISC</i>
Week 6: September 27 th – October 3 rd	<p>Getting Involved</p> <p>Solving Problems</p>	<p>Due October 3rd by 11:59 PM</p> <ul style="list-style-type: none"> ● <i>Discussion Post #4</i>
Week 7: October 4 th – October 10 th	<p>Advising</p>	<p>Due October 8th by 11:59 PM</p> <ul style="list-style-type: none"> ● <i>Journal Summary</i>
Week 8: October 11 th – October 15 th	<p>Wrap-Up</p>	

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Grading - Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Discussion Board Posts (25 points each)	100
DISC Personality Assignment	100
Introduction Video	25
Class Attendance/Participation	100
Time Management Report	100
Article Summary	100
Library Information Literacy Quizzes	75
TOTAL	600

This course is graded strictly on points NOT percentages. The amount of points you earn determines your grade in the course. I DO NOT ROUND UP GRADES at the end of the semester. It is your responsibility to keep track of the total course points you have accumulated and take advantage of the bonus points available in the course.

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 540.00-600 points

B = 480.00-539.99 points

C = 420.00-479.99 points

D = 360.00-419.99 points

F = 0-359.99 points (Grades are not rounded up)

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

Assignments

- **Library Online Information Literacy Directions: 75 points**

Here is how students will access/use the online information literacy tutorial.

1. Immediately when students log in to Blackboard, they can see the My Courses area. They will then click on link for the current semester, i.e. 21 Fall Information Literacy to gain access to the tutorials.
2. Upon doing so they will see the screen below. They can choose a video to watch from the left margin.
3. Having made a choice, they can then watch the video by clicking on one of the Play buttons. After having watched the video, they will then open up the Quiz by clicking the Mark Reviewed button indicated in the image below.
4. They will then click on the Quiz link
5. The first question will be displayed, with prompts to the remaining questions.

Completing the quiz and proceeding on will hopefully be self-evident from here.

- **GUIDELINES FOR WRITING AN EFFECTIVE ARTICLE SUMMARY**

1. Read the selection carefully to identify the author’s purpose. Distinguish between important ideas and less important ideas. You must understand the reading perfectly in order to do this. Look up unfamiliar words.
2. Re-read the selection.
 - Divide it into sections. (Paragraphs or other obvious divisions the author may have used)
 - Identify important information in each section by making a note of it on notebook paper. This would include the thesis, main ideas of body paragraphs, and major details.
 - Write the definitions of unfamiliar words in the margins as well.
 - When you write your notes, do not use the same words the author used in the article.
 - Avoid including minor ideas or details.
3. Write a sentence for the thesis, each main idea, and for the major details in the entire

selection.

4. Write a “discovery draft” (rough draft) of your summary.

- Write the author’s purpose or main subject (thesis), the title of the reading, and the author’s name in an opening sentence for the summary.
- Add sentences for each of the main ideas and major details in the reading’s sections. Avoid trying to summarize every single paragraph in the selection. The ideas in short paragraphs can be combined with longer paragraphs.
- Follow the same order in your summary as is in the original selection.

5. Revise your draft for content, including accuracy and completeness.

- Maintain the same order as in the reading.
- Eliminate repetition and less important information.
- Disregard minor details.
- End the summary with the same idea the reading ends with, but use different words. (That is, add an ending sentence that restates the author’s ending, but do not use the exact same words the author used.)
- Consider the length of the summary. (1/4 to 1/3 the length of the original reading)

6. Revise your draft to eliminate errors in grammar, mechanics, etc.

- Insert transitional words and phrases where needed.
- Check for style. Your summary should reflect the style of the reading’s author.
- Combine sentences for a smooth, logical flow of ideas. Avoid a series of short, choppy sentences. Eliminate repetition. (transitions: in addition, also, then, next, later, therefore)
- Revise for grammatical correctness, punctuation and spelling.

7. Create a final draft of your summary. Use Calibri, size 11, font. Double-space the entire paper with 1” margins on the top, bottom, left, and right.

• Article Summary: 75 points

- o Choose a journal article related to one of your Themes.
- o Each assignment should be double spaced, with 1” margins, either Calibri or New Times Roman font that is 11 point in size. The paper should be 2 pages in length (not including the cover and reference page). The paper should be written using APA guidelines and must include a Cover and a Reference Page.

Article Summary Rubric

	Excellent	Satisfactory	Needs Improvement
Critical Reading _____ / 25	The article demonstrates clear evidence of thorough critical reading. The thesis is clearly identified, and main ideas are highlighted. (22-25 points)	The article demonstrates evidence of critical reading. The thesis is identified, and some main ideas are highlighted. (17-21 points)	The article demonstrates little or no evidence of critical reading. There are very few, if any, main ideas highlighted. (0-16 points)
Quality of Ideas / Content _____ / 40	The writer begins the summary by paraphrasing the article's main idea. The writer then clearly states the main ideas in the order in which they appear in the article and includes transitions so the summary flows smoothly. The writer does not include his/her opinion, and he/she maintains a formal tone appropriate for an academic audience. After reading the summary, the reader has a clear understanding of what the original article is about. (36-40 points)	The writer includes most of the main ideas from the original article; however, some major details may be left out. The summary may also be lacking transitions. After reading the summary, the reader has a fairly clear understanding of what the original article is about. (28-35 points)	The writer leaves out several main ideas from the original article, and the summary lacks transitions. After reading the summary, the reader does not have a clear understanding of what the original article is about. (0-27 points)
Grammar / Mechanics / Sentence Structure _____ / 25	There are few, if any, errors in grammar, spelling, punctuation, and capitalization. The writer also avoids first- person pronouns (I/me), and second-person pronouns (you). The writer's sentences clearly express ideas, and the audience has no difficulty grasping the writer's meaning. (22-25 points)	There are a few errors in grammar, spelling, punctuation, and capitalization in the summaries, but they are not significant enough to be distracting for the audience. Most of the sentences are clearly stated, and the audience can, with little difficulty navigate the summary. (17-21 points)	There are numerous errors in grammar, spelling, punctuation, and capitalization in the summaries, and they are distracting for the audience, making it difficult to understand the writer's ideas. Also, there are numerous sentences that are unclear and awkwardly arranged. (0-16 points)
APA Format ____/10 points	The writer follows the correct guidelines for APA format (heading, title, font, spacing) (10 points)	There are minor errors in APA format. (6-9 points)	There are significant errors in APA format. (0-5 points)

TOTAL ____/100 points

DISC Personality Test: 100 points

Take the DISC personality test at: <https://www.123test.com/disc-personality-test/>

Once you get your results learn more about your DISC personality at:

<https://www.discprofile.com/what-is-disc/disc-styles>

Then answer the following questions related to your results:

- What were your results of from the DISC personality test?
- What did you learn about your personality?
- Do you agree with the findings? Why or why not?
- Give specific examples of how the findings relate specifically to your life.
- What are some areas you can improve on related to your specific personality findings?
- How can knowing more about your own personality help you in the future in dealing with others?

The assignment should be double spaced, with 1" margins, either Calibri or New Times Roman font that is 11 point in size. The paper should be 2-3 pages in length (not including the cover and reference page). The paper should be written using APA guidelines and must include a Cover and a Reference Page.

Time Management Report: 100 points

Record how you spend your time for 4 days using Toggl. At the end of your 4 days, complete a 2-page report explaining how you spent your time (activities) and the amount of time spent on each activity throughout the week. You should analyze your results and discuss if you were surprised by any of these results and plans you have to better utilize your time in the future.

Discussion Board Posts: 100 points

Post 1:

Comment on each of your group members' introduction videos. This can include what you have in common, if you are familiar with where they are from, similar interests, or any questions for them. You should have 4-5 sentence replies for each of the members of your group.

Post 2:

Time management post – Give your group members a brief overview on how you spent your time for the week. This should include a breakdown of activities, whether or not your results surprised you, and what you would like to change in the future and why (Saying you would not make any changes is not acceptable).

Post 3:

Goals: What are 2 of your long-term goals? What are your short-term goals to help you achieve your long-term goals? How do you plan on measuring these goals? What is the time frame to achieve these goals? Your post should be at least 5 sentences in length.

Post 4:

For each member of your group, under their DISC personality post, please comment on the following:

- 1) Is their personality similar to your own?
- 2) How can you apply this knowledge (knowing their personality) to add value to your team in this course?

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at kristi.white@angelo.edu and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.**

This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Late work will not be accepted unless you have received permission from the instructor prior to the due date. If you miss an assignment due to an unexcused absence, you are out of luck. Show up for class!

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²

Student Responsibility and Attendance

It is the student's responsibility to be on time for class, participate in class discussions, and be actively engaged in the learning process. Instructions and assignments will often be given during class, therefore it is in your best interest to attend. If you have to miss class due to an unforeseen event/accident or illness, please contact the instructor prior to the start of class. Pending the reason for your absence, the instructor may inform you of any missed homework

assigned during class. Not acceptable reasons for absences include but are not limited to: over sleeping, work, wanting to leave early or come back late from the weekend, and celebrating a friend, relative or pet's birthday. If you are sick, let the instructor know and bring a physician's note when you come back to class.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).³

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).⁷

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)⁸ for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Recommended Use of Masks/Facial Coverings by Students in Class At ASU

As a member of the Texas Tech University System, Angelo State University strongly recommends the use of masks/facial coverings to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, we strongly recommend that students in this class wear a mask/facial covering before, during, and after class. Faculty members will also ask you to display your daily screening badge as a prerequisite to enter the classroom.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Miller, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.miller@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Student Learning Outcomes

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

End of Syllabus

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁸ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>